

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 619**

**Issues Related to Social Work Practice and Treatment with Cisgender Women**

**[Add Semester and Year]**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This is an advanced clinical social work elective that builds on foundation social work courses. The focus of the course is the identification and application of clinical social work assessment and intervention relevant to practice with women. The circumstances of women are directly relevant to the studies of children and families, as well as health and mental health since they generally are the primary caregivers for others in our society. This general fact influences the health and mental health of women, men, and children. The general topics for the course are chosen specifically to cover various arenas and circumstances of women’s lives across micro, meso, and macro domains of social work. For example, family and other relationships, sexuality, mental health/illness, poverty, and oppression. Practice issues to consider include:  1) Battering; 2) Wife rape; 3) Alcohol abuse; 4) Sexual abuse; 5) Severe and persistent mental illness, and 6) eating disorders and others.

Relevant theoretical topics including women’s developmental theories, life cycle issues, and feminist models are included.  Several issues and topics are considered within a historical and contemporary socio-cultural as well as political context with readings/materials (articles, podcasts, or videos) spanning across classic and more recent studies and reports. Sexism, systemic racism, and stereotyping are identified and discussed as they form and influence the context of women’s lives.

The course includes content regarding women of color, specifically on the feminist approach for women of color, racism, discrimination, oppression, and other forms of pernicious social and economic justice. The interface of gender and age, culture, ethnicity, race, class, sexual orientation, and disability is an integral part of the course.

Different models of practice and developmental theories are discussed. All topics and practice issues are expressed from the perspective of feminist frameworks and social work principles. Social work values are compared with feminist theories and discussed in relation to theories of women’s development.  Students learn how to maintain a feminist social work perspective across different models and theories with women in diverse contexts and different relationships.

Relevant research is reviewed as it informs social work practice in various domains. Research is discussed and evaluated for its biases against women and how social workers may mitigate and advocate for the well-being of women receiving social work services. Students are expected to become aware of their own biases and the impact of such prejudices on their practice with women.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

| **Assignment 1** | Reflection on the Engagement Stage | Knowledge and Skills |
| --- | --- | --- |

**Competency 6: Engage with Individuals and Families**

| **Assignment 1** | Reflection on the Engagement Stage | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment 2** | Understand and explore potential encounters and opportunities in practice with women | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 8: Intervene with Individuals and Families**

| **Assignment 2** | Understand encounters related to the micro and meso lived experiences of women | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 9: Evaluate Practice with Individuals and Families**

| **Assignment 3** | Explore and discuss opportunities/interventions in practice with women | Knowledge, Values, Skills |
| --- | --- | --- |
| **Assignment 3** | Final Presentation: Community services and needs assessment | Knowledge, Values, Skills |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based upon criterion-referenced grading.  The Description of Assignments section of this document reviews the specific points for each assignment.  In general, letter grades are assigned using the criteria below:

| **Letter Grade** | **Description** | **Grades and Values** |
| --- | --- | --- |
| **A** | Overall performance is**Exceptional –**includes grammar, sentence structure, application of course content, use of references/resources, etc. | A  4.00 /96-100%  A- 3.67 /92-95% |
| **B** | Overall performance is **Good –** written work not as polished as above, ideas not as fully developed, but still includes important course content, references, etc. | B+ 3.33/88-91%  B   3.00/84-87%  B-  2.67/80-83% |
| **C** | Overall performance is **Acceptable** - work meets basic expectations set by Instructor. A grade of C- requires that social work majors (BSW/MSW) retake the course. | C+ 2.33/76-79%  C    2.0 /72-75%  C-  1.67/68-71% |
| **D** | Overall performance is **Poor - student** must retake course. | D+ 1.33/64-67%  D   1.00/60-63% |
| **F** | Overall performance is **Unsatisfactory** - student fails course. Effects of a final grade of F may vary by academic program. See Student Handbook. | F  0/Below 60% |
| **I** | At the discretion of the section Instructor, a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted. **Requirements for submission of Final grade differ by degree. See Student Handbook.** | |

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Assignment 1 - Paper** (Two options, 30%, DUE WEEK 5)

Identify a social problem that impacts women in general --OR—Conduct a critical analysis of your own family Genogram. You will be expected to confirm your decision during week 2. This assignment emphasizes the role of the environment in understanding human behavior and intervening with client systems. Additionally, this assignment focuses on understanding the connection between experiences of trauma and oppression and subsequent difficulties in functioning at the individual, family, community, and societal levels. This may include the role of policies in perpetuating or reducing the effects of trauma, the impact of trauma on development and individual/family/group/community functioning, or reparative efforts that promote resilience and well-being in the face of trauma.

**Option 1: A social problem that impacts women**

* Pick a topic that women face in the United States or in other parts of the world. The paper should describe the major aspects of the issue; for example, treatment for female incest survivors whose perpetrator was their biological father or cultural aspects of female genital mutilation.
* Think about the problem in ecological terms. Discuss contextual information that influences the experiences and process of change for women within the societies in which they live.  Identify relevant theories and interventions and the current state of the topic.
* Discuss controversies and/or challenges we might face working with this issue both systemically and personally and how you might address them in a helping role.
* Include thoughts about any limitations noticed in researching the topic. What is the state of knowledge on this problem? Make sure to incorporate your thoughts about the intersections of gender, class, race, ethnicity, and sexual orientation.
* The paper should be **10-12 pages** long and you will be expected to use a minimum of 5 peer-reviewed sources (at least 2 sources from outside of the class content).

**Option 2: For the Critical Genogram** (read “The Critical Genogram: A Tool for Promoting Critical Consciousness {located in the resource section on Sakai} and see below)

* Create a genogram of your current family and your family of origin (at least one additional generation beyond your immediate family). Include name, dates of birth, and death (if available), occupations, all marriages and divorces and other significant relationships, substance abuse history, and mental illness. If there are other outstanding characteristics of a member of your family you feel are relevant, please include them. The purpose of this assignment is to help you become aware of family roles, generational patterns, closeness, distance in relationships, etc.  Sense self-awareness is critical to being a good social worker (in whichever modality you choose to specialize), this is a good place to start your journey toward greater self-awareness regarding gender.
* In addition to your genogram, **write a 3–5-page evaluation of the information contained in the genogram using the Critical Genogram article as a guide- see** Kosutic, I., et al., (2009). The critical genogram: A tool for promoting critical consciousness. *Journal of Feminist Family Therapy.* DOI: 10.1080/08952830903079037
* **Please do not exceed 5 pages.**

**Assignment 2 – Paper** (Two Options, 30%, DUE WEEK 9)

This assignment requires students to demonstrate their ability to apply a micro, mezzo, or macro theory used in social work practice. This assignment asks students to consider/critique models of practice from strengths and person-in-environment perspectives. This assignment provides opportunities for students to develop their identities as social workers (including professional behaviors/attributes, planning for future licensure and career development, identification with professional membership organizations), increase awareness of social work as a distinct field, and critically appraise the role of social work in both addressing and upholding social inequity. Either paper option should be 10-12 pages long and you will be expected to use a minimum of 8 sources (at least 3-4 Readings/materials from the course content).

**CHOOSE ONE (A or B)**

1. Final Paper on a practice issue of your interest related to women’s experiences in your field placement. Use one of the feminist models discussed in class. The paper should include citations and a reference list of articles relevant to your discussion. Identify the topic and the parameters of your paper. Describe how you will use feminist social work theory and values, including social work practice implications. Use APA style. Please do not exceed 12 pages. Use the following subheadings:
   * 1. Practice Issue

* Description of the practice issue of interest (give the current and past context of the topic)
* Discuss the population that would benefit or be oppressed by this practice issue
* Discuss relevant needs and issues that might challenge the well-being of the population
* Provide any historical references to the context of the practice issue as it relates to the population of interest
  + 1. Feminist Model
* Discuss the feminist model under examination for the paper including but not limited to, the strengths of this model; applicability across different groups of women, limitations to the theory, and justification for why this theory is most appropriate for applying to this practice issue. In other words, which components of the theory make sense regarding the experiences of the population and why. Discuss the values ascribed to this theory and the application of this theory to the population
  + 1. Social Work implications
* Describe how this practice issue may benefit from social work interventions guided by the selected theory
* Discuss some interventions (with empirical support) that have been used with the populations
* Propose new directions to consider for practice, based on the theoretical application (of the selected theory), that might be beneficial to meeting the population’s needs

1. Conduct two informal interviews (45-60 minutes each), one with a younger woman (19-25 years old), and one with an older woman (45+). If possible, women you have worked within field placements. Use the following topics to guide your questions to each interviewee. Contrast the differences and similarities in attitudes, feelings, and experiences between the two women about the following topics:
2. **Women’s Employment, including sexual harassment on the job and the notion of a career versus a job**. (i.e., “What do you think about sexual harassment”; what are your thoughts about having a career vs having a job”
3. **Women’s friendships with other women** (i.e., “How would you describe or define friendships with other women”.
4. **Women’s relationships with men and women’s role in the family** (“Describe the experiences with gender roles in the family”; “What are some of your initial thoughts about gender roles in the family”)
5. **Reproductive rights** (“How would define reproductive rights”; “What are some of your thoughts about reproductive rights for people – non-gender specific”
6. **Women’s ideas about the alternatives available to them for their lives** (“what are some of your traditional and non-traditional views about your life”; How would you describe the impact of privilege (whether the recipient of or oppressed by) in your life”)

The questions prompts are suggestions, not requirements. However, you are expected to cover each of the five topics. You may substitute the age criteria with other criteria such as different races or ethnicity, sexual orientations, etc. **Be sure to notify the instructor in advance if you plan to substitute.**

In your paper, for each of the five sections discuss the following in concert with the two interviewee experiences:

* 1. Discuss the social influences impacting the lives of these two women and which feminist framework/model is most applicable and why, if these women were on your caseload.
  2. Discuss the societal changes during the last twenty years that appear evident from the interviewee’s descriptions.
  3. Describe the intersections of societal, familial, and interpersonal influences on the women’s experiences.

Please **do not exceed 12 pages**. You may consider other ideas in consultation with the instructor. However applicable, women can come from your own family, professors, your family doctor, your veterinarian, your place of worship, etc.

**Assignment 3 - Group presentation** (30%, DUE Week 14 or Week 15)

Select one of the dates during week 7

This assignment objective requires that students demonstrate the ability to understand how an anti-racist or anti-oppressive perspective can be used to promote social justice within social work practice. This assignment requires that students demonstrate the ability to identify, critically appraise (including evaluation of the quality of research design, ethics of research, the relevance of research to demographics of clients served) and apply scholarly research in their work with client systems. For this assignment your team will research and present on the impact of gender discrimination/disparity for women in the following areas:

* Employment
* Healthcare
* Reproductive rights
* Violence (e.g., funding for prevention/intervention, crime victim assistance, etc.)
* Social welfare (e.g., structural causes for poverty, living wages, issues around supporting education as an alternative to working requirements, childcare, and health insurance, etc.)

After receiving your assigned group from the professor, you and your team will interview a community agency representative, from a community agency that provides services to women. The interview can be completed virtually or in person. Questions will relate to the impact of one or more of the aforementioned areas. Your team will compile a list of questions to understand the impact of services and service gaps to meet the needs of women. Based on your interview responses, you will analyze services and service delivery methods using the following points:

1. Focus on the evolution of the topic area within the U.S. with special attention to barriers that affect women differently in our society (i.e., the agency’s capacity to provide reproductive health services amidst challenges to current policies).
2. Discuss the impact of these issues on all stages of life, from girlhood to older age for the agency service population. Include social work practice implications (i.e., proposed solutions) to these macro-level topics using a broader lens of social work practice.

Create a presentation using PowerPoint, Prezi, YouTube, or another creative form of visual presentation (i.e., filmed project or artistic performance). Confirm your presentation format no less than two weeks after groups are assigned. Submit the presentation to the instructor (submission format will be stated by the professor) no less than one day before the presentation is scheduled. One designated person from the group should e-mail the presentation to the instructor and submit it to Sakai (if applicable). The presentation should include discussion questions for the class, any pertinent handouts or visual aids, and should be no longer than 60 minutes in length, including class discussion, discussion questions, and handouts. The presentation should include, at minimum, the following areas:

* Brief overview of the agency and services available to women
* Community agency interview experience
* Topic area of focus (including the rationale for choosing this topic area, and service needs)
* Broader macro context of the issue and relevance to the services provided by the community agency (i.e., health services due to the health needs of women in the community)
* Barriers to services for women which the agency is trying to fulfill (i.e., client transportation needs)
* Barriers to providing services experienced by the agency (i.e., changes in funding)
* Solutions proposed by the agency and examples of how
* Solutions, ideas, and discussion regarding gaps in services

Grading will consider the comprehensiveness of the material, community project experience, creativity, critical thinking of the content, and social work applications at policy, community, and micro levels. The ability to negotiate, consider other people’s ideas, and work collaboratively within a group will also be an important aspect of grading. A group contract should be determined no less than one week after group assignments are confirmed.

**Graded Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Percentage** | **Points** | **Assignment**  **Due Date** |
| **Paper 1** | 30% | 30 | **Class 5** |
| **Paper 2** | 30% | 30 | **Class 9** |
| 1. **Final Presentation** | 30% | 30 | **Classes 14,15** |
| Class Participation | 10% | 10 | Ongoing |
| Grand Total | 100% | 100 |  |

**Rubric for Graded Assignments**

[List rubric for graded assignments here]

**REQUIRED TEXT(S)**

* Psychotherapy with Women: Exploring Diverse Contexts and Identities. [Ph.D.](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1?_encoding=UTF8&field-author=Marsha%20Pravder%20Mirkin%20PhD&search-alias=books&sort=relevancerank) (Editor), [Ph.D.](http://www.amazon.com/s/ref=ntt_athr_dp_sr_2?_encoding=UTF8&field-author=Karen%20L.%20Suyemoto%20PhD&search-alias=books&sort=relevancerank) (Editor), [Ph.D.](http://www.amazon.com/s/ref=ntt_athr_dp_sr_3?_encoding=UTF8&field-author=Barbara%20F.%20Okun%20PhD&search-alias=books&sort=relevancerank) (Editor) The Guilford Press; 1 edition (August 12, 2005).
* Collins, P. H., Bilge, S. (2016). Intersectionality. Cambridge: Polity Press.

**RECOMMENDED TEXT(S)**

* Davis, A. (1981). Women, Race & Class. New York: Random House.
* Ngozi-Adichie, C. (2014). We Should All Be Feminists. New York: Anchor Books.
* Collins, P. H. (2000). Black Feminist Thought. New York: Routledge.
* Brown-Long, C., Mauger, B. (2019) Free Cyntoia. New York: Atria Books. Chapters 1 and 2
* Burton, S., Lynn, C. (2017). Becoming Ms. Burton: From Prison to Recovery to Leading the Fight for Incarcerated Women. New York: The New Press.
* Russell, L. (2020). Glitch Feminism. London: Verso.
* Carastathis, A. (2016). Intersectionality: Origins, Contestations, Horizons. Lincoln: University of Nebraska Press.

**COURSE SCHEDULE**

**Module 1**

**Course overview and introduction to theoretical model**

This module provides and overview of the course and an introduction to some foundational theories.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Articulate class expectations
2. Identify course components in the course Sakai site
3. Review relevant course documents; Establish class discussion guidelines
4. Review the essentials of creating a facilitating space
5. Examine theoretical frameworks as they apply to social work practice with women (Psychodynamic models, Family system models, Feminist models, Intersectionality)
6. Critically analyze theory

**Required Resources**

* Chodorow, N.J. (1989). Feminism and Psychoanalytic Theory. London: Yale University Press. Chapter 5.
* Collins, P. H. (2000). Black Feminist Thought. New York: Routledge. Chapter 2
* Collins, P. H., Bilge, S. (2016). Intersectionality. Cambridge: Polity Press., Chapter 3
* Werner-Wilson, et. al: “Is Therapeutic Alliance Influenced by a Feminist Approach?” <https://doi.org/10.1023/A:1021631406474>
* Mehrotra, G. (2010). Toward a continuum of intersectionality theorizing for feminist social work scholarship. Affilia, 25(4), 417-430. [https://doi.org/10.1177/0886109910384190](https://doi.org/10.1177%2F0886109910384190)

**Recommended Resources**

* Ngozi-Adichie- “We Should All Be Feminists”
* Weaver‐Hightower, M. B. (2020). Critical Theories and Methods in Gender and Higher Education. The Wiley Handbook of Gender Equity in Higher Education, 469-492. <https://doi.org/10.1002/9781119257639.ch24>

**Module 2**

**Social Work Theories and Gender**

In this module, students will apply micro, mezzo, or macro theory used in social work practice and distinguish the limitations of this theory when applied to gender, sexuality, and race.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and contrast developmental theories and general critiques (Theorists: Mahler; Klein; Freud; Erikson; Gilligan)
2. Ident limitations of theories from a gender perspective
3. Determine the relevance of gender development
4. Think about development considering gender, sexuality, and race
5. Describe development in adolescence: conflict, connection, and relational growth

**Required Resources**

* Psychotherapy with Women: Exploring Diverse Contexts and Identities [Hardcover] [Marsha Pravder Mirkin PhD](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1?_encoding=UTF8&field-author=Marsha%20Pravder%20Mirkin%20PhD&search-alias=books&sort=relevancerank) (Editor), [Karen L. Suyemoto PhD](http://www.amazon.com/s/ref=ntt_athr_dp_sr_2?_encoding=UTF8&field-author=Karen%20L.%20Suyemoto%20PhD&search-alias=books&sort=relevancerank) (Editor), [Barbara F. Okun PhD](http://www.amazon.com/s/ref=ntt_athr_dp_sr_3?_encoding=UTF8&field-author=Barbara%20F.%20Okun%20PhD&search-alias=books&sort=relevancerank) (Editor) The Guilford Press; 1 edition (August 12, 2005). Chapter 1 and 2
* Collins, P. H. (2000). Black Feminist Thought. New York: Routledge. Chapter 2
* Starr, C., Zurbriggen, E. L. (2016). Sandra Bem’s gender schema theory after 34 years. A review of the reach and impact. Sex Roles, DOI 10.1007/s11199-016-0591-4
* Mahler, S.J., Chaudhuri, M. & Patil, V. Scaling Intersectionality: Advancing Feminist Analysis of Transnational Families. Sex Roles 73, 100–112 (2015). <https://doi.org/10.1007/s11199-015-0506-9>
* Perry, D.G., Pauletti, R. E. (2011). Gender and adolescent development. Journal on Research on Adolescence, 21(1), 61-74. <https://doi.org/10.1111/j.1532-7795.2010.00715.x>

**Recommended Resources**

* Martin, C.L., Ruble, D.N., & Szkrybalo, J. (2002). Cognitive theories of early gender development. Psychological Bulletin, 128(6), 903-933. DOI: 10.1037//0033-2909.128.6.903
* Luke, K. P. (2008). Are girls becoming more violent? A critical analysis. Affilia, 23(1), 38-50. [https://doi.org/10.1177/0886109907310461](https://doi.org/10.1177%2F0886109907310461)
* Chodorow, N. (Chpt.1) “Being and Doing; A Cross-Cultural Examination”

**Module 3**

**History of Gender Roles and Cross-Cultural Considerations**

In this module, we will understand how to integrate micro, mezzo, and macro sectors of social work practice with the individual, family, group, and/or community clients through the examination of history, culture, and gender roles.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Examine the history of the family as a social and economic institution
2. Examine and discuss the evolution of women’s roles in private and public spheres
3. Describe and discuss cross-cultural issues in the work with women and their family roles

**Required Resources**

* Davis, A. (1981). Women, Race & Class. (Chpt. 13) The approaching obsolescence of housework: A working-class perspective.
* Brown-Long, C., Mauger, B. (2019) Free Cyntoia. New York: Atria Books. Chapters 1
* Valdovinos, M.G., Rodriquez-Coss, N., Parekh, R. (2020). Healing through ancestral knowledge and letters to our children: Mothering infants during a global pandemic. Geneology, 4, 119. doi:10.3390/genealogy4040119
* Kemp, S.P. & Brandwein, R. (2010). [Feminisms and social work in the United States: An intertwined history](http://web.ebscohost.com.flagship.luc.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMsq6vSK%2bk63nn5Kx95uXxjL6nrUq1pbBIr6meTbiqtlKzq55oy5zyit%2fk8Xnh6ueH7N%2fiVbCvrk63qa5ItJzqeezdu33snOJ6u9fugKTq33%2b7t8w%2b3%2bS7TrCrtlGzqK4%2b5OXwhd%2fqu37z4uqM4%2b7y&hid=25). Affilia: Journal of Women & Social Work, 25(4), 341-364. [https://doi.org/10.1177/0886109910384075](https://doi.org/10.1177%2F0886109910384075)
* Gentlewarrior, S., Martin-Jearld, A., Skok, A., Sweetser, K. (2008). Culturally competent feminist social work: Listening to diverse people. Affilia, 23(3), 210-222. [https://doi.org/10.1177/0886109908319117](https://doi.org/10.1177%2F0886109908319117)

**Recommended Resources**

* Craig, L., & Sawriker, P. (2009). Work and family: How does the (gender) balance change as children grow? Work and Organization, 16(6), 684-709.  <https://doi.org/10.1111/j.1468-0432.2009.00481.>
* Atwood, N. (2001).  Gender bias in families and its clinical implications for women.  Social Work 46 (1), 23-35. Full Text online through LT Library on Loyola Main Website. <https://doi.org/10.1093/sw/46.1.23>
* Brown-Long, C., Mauger, B. (2019) Free Cyntoia. New York: Atria Books. Chapters 2

**Module 4**

**What is health? What is women’s health?**

This module covers the role of the environment in human behavior and intervening with client systems by considering definitions of health as culturally bound and their political and gendered implications.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Consider definitions of health as culturally bound
2. Think about the political implications of diagnosis
3. Discuss the gender bias of diagnostic categories
4. Analyze the ways that emotional states inform our views of mental health
5. Examine women’s health and serious mental disorders
6. Examine the impact of aging on women’s health

**Required Resources**

* Brown-Long, C., Mauger, B. (2019) Free Cyntoia. New York: Atria Books. Chapter 2
* Kiely, Kim M. (2019). Gender, Mental Health, and Ageing.” Maturitas., vol. 129, pp. 76–84, https://doi.org/10.1016/j.maturitas.2019.09.004.
* Kirkman M, Fisher J (2021) Promoting older women’s mental health: Insights from Baby Boomers. PLoS ONE 16(1): e0245186. https://doi.org/10.1371/journal.pone.0245186
* Thibaut F and van Wijngaarden-Cremers PJM (2020) Women’s Mental Health in the Time of Covid-19 Pandemic. Front. Glob. Women’s Health 1:588372. doi: 10.3389/fgwh.2020.588372
* Podcast: Therapy for Black Girls: ICYMI, Shedding Your Superwoman Status
* <https://therapyforblackgirls.com/2021/04/07/session-202-icymi-shedding-your-superwoman-status/>

**Recommended Resources**

* Scheyett, A.M. & McCarthy, E. (2006). Women and men with mental illnesses: Voicing different service needs. Affilia, 21(4), 407-418. [https://doi.org/10.1177/0886109906292114](https://doi.org/10.1177%2F0886109906292114)

**Module 5**

**Women and Poverty, Part 1**

This module explores how poverty and economic injustice shape the human experience and social workers' roles in addressing poverty and economic injustice.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Recognize and advocate against classism and consider the ways it manifests in social institutions, including oppression
2. Understand the effect of poverty in conjunction with intersecting identities on women’s well-being
3. Discuss several issues related to experiences with inequitable treatment such as homelessness, and the wage gap
4. Discuss the controversies of prostitution from an emic perspective
5. Identify how the physical environment impacts client systems, including the consequences of lack of environmental justice and sustainability

**Required Resources**

* Collins, P. H., Bilge, S. (2016). Intersectionality. Cambridge: Polity Press.Chapter 1 and 2
* Rice, J. K. (2001). Poverty, welfare, and patriarchy: How macro-level changes in social policy can help low-income women. Journal of Social Issues, 57(2), 355-374. [https://doi.org/10.1111/0022-4537.00218](https://psycnet.apa.org/doi/10.1111/0022-4537.00218)
* Tinland, A., Boyer, L., Loubière, S., Greacen, T., Girard, V., Boucekine, M., ... & Auquier, P. (2018). Victimization and posttraumatic stress disorder in homeless women with mental illness are associated with depression, suicide, and quality of life. Neuropsychiatric Disease and Treatment, 14, 2269. doi: [10.2147/NDT.S161377](https://dx.doi.org/10.2147%2FNDT.S161377)
* Identity, Oppression and Power: Feminisms and Intersectionality Theory (2008).  Journal of Women and Social Work 23(1). 5-9. 10.1177/0886109907310475
* Rouhani, S. “Resilience Among Cisgender and Transgender Women in Street-Based Sex Work in Baltimore, Maryland.” Women’s Health Issues., vol. 31, no. 2, Jacobs Institute of Women’s Health, 2021, pp. 148–56, <https://doi.org/10.1016/j.whi.2020.11.002>.

**Recommended Resources**

* Fawole, O. I. (2008). Economic violence to women and girls: Is it receiving the necessary attention? Trauma, Violence, & Abuse, 9(3), 167-177. [https://doi.org/10.1177/1524838008319255](https://doi.org/10.1177%2F1524838008319255)

**Module 6**

**Women and Poverty, Part 2**

In this module, we will look at how poverty and economic injustice shape the human experience and social workers’ roles in addressing economic injustice.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Critique social workers' roles in addressing poverty and economic injustice
2. Identify how the physical environment impacts client systems, including the consequences of lack of environmental justice and sustainability
3. Examine case studies and discuss the social work implications for treatment and continued services

**Required Resources**

* Moorkath, F., Vranda, M. N., & Naveenkumar, C. (2018). Lives without roots: Institutionalized homeless women with chronic mental illness. Indian journal of psychological medicine, 40(5), 476-481. [https://doi.org/10.4103/IJPSYM.IJPSYM\_103\_18](https://doi.org/10.4103%2FIJPSYM.IJPSYM_103_18)
* Brown-Long, C., Mauger, B. (2019) Free Cyntoia. New York: Atria Books. Chapters 12, 13, 14, and 19
* What are some biopsychosocialspiritual factors experienced early in life?
* What adverse childhood experiences were at play?
* What strengths may have been important to point out or promote in the face of adverse childhood experiences?
* What may be effective interventions to consider?

**Module 7**

**Women, reproduction, and sexuality**

In this module, we examine how an anti-oppressive perspective can be used to promote social justice within social work practice.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Consider the evolution of assumptions related to women’s sexuality
2. Examine sexuality from various points of view
3. Articulate and understanding of sexuality across the lifespan
4. Reflect on the intersections of sexuality with disability
5. Analyze ideas about sexual responsibility

**Required Resources**

* Psychotherapy with Women: Exploring Diverse Contexts and Identities. Mirken, M.P. et al. The Guilford Press; 1 edition, Chapter 6
* Mollen, D., & Stabb, S. (2010). Women’s sexuality and meaning making. Journal of Constructivist Psychology, 23(4), 295-320. <https://doi.org/10.1080/10720537.2010.502400>
* Astbury-Ward, E.M. (2003). Menopause, sexuality, and culture: Is there a universal experience? Sexual and Relationship Therapy, 18(4), 437-445. <https://doi.org/10.1080/14681990310001609787>
* Dotson, L.A., Stinson, J. & Christian, L. (2003). ‘People tell me I can’t have sex: Women with disabilities share their personal perspectives on health care, sexuality, and reproductive rights. Women & Therapy, 26(3/4), 195-210. <https://doi.org/10.1300/J015v26n03_02>

**Module 8**

**Women’s Relationships**

In this module, we will consider/critique models of practice from strengths and person-in-environment perspectives.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the role of friendships in the lives of women
2. Learn about the role of strength and resilience in romantic relationships
3. Discuss the implications of partner violence in relationships

**Required Content**

* Psychotherapy with Women: Exploring Diverse Contexts and Identities. Mirken, M.P. et al. The Guilford Press; 1 edition, Chapter 4 and 7
* Larson, N.C. (2006). Becoming ‘one of the girls’: The transition to lesbian in midlife. Affilia, 21(3), 296-305. [https://doi.org/10.1177/0886109906288911](https://doi.org/10.1177%2F0886109906288911)
* Comas-Diaz, L. & Bakur Weiner, M. (2013). Sisters of the heart: How women’s friendships heal. Women & Therapy, 36(1/2), 1-10. <https://doi.org/10.1080/02703149.2012.720199>
* Barnes, R. (2010). ‘Suffering in a silent vacuum’: Woman to woman partner abuse as a challenge to the lesbian feminist vision. Feminism & Psychology, 21(2), 233-239. [https://doi.org/10.1177/0959353510370183](https://doi.org/10.1177%2F0959353510370183)
* Martinez Aleman, A. M. (2010). College women’s female friendships: A longitudinal view. The Journal of Higher Education, 81(5), 553-582. <https://doi.org/10.1080/00221546.2010.11779067>

**Module 9**

**Survivors of Abuse**

This module covers the connection between experiences of trauma and oppression and subsequent difficulties in functioning at the individual, family, community, and societal level. This may include the role of policies in perpetuating or reducing the effects of trauma, the impact of trauma on development and individual/family/group/community functioning, or reparative efforts that promote resilience and well-being in the face of trauma.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the impact of trauma on the brain
2. Review clinical concerns in the work with victims of sexual abuse and rape
3. Understand the possible long-term consequences of incest
4. Discuss vicarious and secondary trauma and the importance of self-care

**Required Resources**

* Granot, M., Yovell, Y., Somer, E. et al. Trauma, attachment style, and somatization: a study of women with dyspareunia and women survivors of sexual abuse. BMC Women's Health 18, 29 (2018). <https://doi.org/10.1186/s12905-018-0523-2>
* Henderson, Z.R., Stephens, T.N., Ortega-Williams, A., Walton, Q.L. (2021). Conceptualizing healing through the African American experience of historical trauma. American Journal of Orthopsychiatry, 91(6), 763-775. <https://doi.org/10.1037/ort0000578>
* Anderson, K.M., & Danis, F. S. (2006). Adult daughters of battered women: Resistance and resilience in the face of danger. Affilia, 21(4), 419-432. [https://doi.org/10.1177/0886109906292130](https://doi.org/10.1177%2F0886109906292130)
* Skinner, J. (2009). Recovery from trauma: A look into the process of healing from sexual assault. Journal of Loss and Trauma, 14, 170-180. <https://doi.org/10.1080/15325020902724537>
* Sánchez, Odette R. “Violence Against Women During the COVID‐19 Pandemic: An Integrative Review.” International Journal of Gynaecology and Obstetrics., vol. 151, no. 2, International Federation of Gynecology and Obstetrics, 2020, pp. 180–87, <https://doi.org/10.1002/ijgo.13365>.

**Recommended Resources**

* Thompson, K.M. Sibling Incest: A Model for Group Practice with Adult Female Victims of Brother–Sister Incest. J Fam Viol 24, 531–537 (2009). <https://doi.org/10.1007/s10896-009-9251-6>
* Littleton, H., Horsely, John, S., & Nelson, D.V. (2007). Trauma coping strategies and psychological distress: A meta-analysis. Journal of Traumatic Stress, 20(6), 977-988 <https://doi.org/10.1002/jts.20276>

**Module 10**

**Media, Social Media, and Gender**

In this module, we cover the role of the environment in understanding human behavior and intervening with client systems and demonstrate the relationship between global human rights and social work values, ethics, and practice.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Examine and discuss risks and protective factors associated with media influences on women’s lives
2. Discuss the role and impact of the media on workplace experiences of women
3. Explore global implications and media representation on women’s experiences
4. Explore the psychosocial impacts of social media

**Required Resources**

* Collins, P. H. (2000). Black Feminist Thought. New York: Routledge. Chapter 4- Intersectionality’s Global Dispersion
* Thornthwaite, L., Balnave, N., & Barnes, A. (2018). Unions and social media: Prospects for gender inclusion. Gender, Work & Organization, 25(4), 401-417. <https://doi.org/10.1111/gwao.12228>
* Russell, L. (2020). Glitch Feminism. London: Verso. Chapter 1, 2, and 7
* Ure C, Cooper-Ryan AM, Condie J, Galpin A. Exploring Strategies for Using Social Media to Self-Manage Health Care When Living With and Beyond Breast Cancer: In-Depth Qualitative Study J Med Internet Res 2020;22(5):e16902  
  doi: [10.2196/16902](https://doi.org/10.2196/16902)
* Reer F, Tang WY, Quandt T. Psychosocial well-being and social media engagement: The mediating roles of social comparison orientation and fear of missing out. New Media & Society. 2019;21(7):1486-1505. doi:10.1177/1461444818823719

**Module 11**

**Gender as a variable in treatment**

This module looks at mental health diagnoses through the lens of gender and examines how culture and gender socialization impacts diagnosis and treatment.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Analyze gender socialization in the understanding and conceptualization of depression
2. Contrast cultural influences on how depression, anxiety, schizophrenia, and other mental health diagnoses are viewed or understood
3. Assess depression in the context of other problems (racism, poverty, eating disorders, abuse, trauma)

**Required Resources**

* Pluym, I. D., Holliman K., Afshar, Y., Lee, C., Richards, M. C., Han, C.S., Krakow, D., Rao, R. (2021). Emergency department use among postpartum women with mental health disorders. <https://doi.org/10.1016/j.ajogmf.2020.100269>
* Sedri, S., Zqueb, Y., Ouanes, S., Quali, U., Bourgou, S., Jomi, Rabaa., Nacef, F. (2020). Women’s mental health: Acute impact of COVID-19 pandemic on domestic violence. <https://doi.org/10.1007/s00737-020-01082-4>
* Falicov,C.J. (2003). Culture, society, and gender in depression. Journal of Family Therapy, 25, 371-387 <https://doi.org/10.1111/1467-6427.00256>
* McCormick, M.L. (2008). Women’s bodies aging: Culture, context, and social work practice. Affilia, 23(4), 312-323. [https://doi.org/10.1177/0886109908323966](https://doi.org/10.1177%2F0886109908323966)
* Burnette, C. B., Mazzeo, S. E. (2020). An uncontrolled pilot feasibility trial of an intuitive eating intervention for college women with disorded eating delivered through group and guided self-help modalities. International Journal of Eating Disorders, <https://doi.org/10.1002/eat.23319>

**Module 12**

**Intersectionality and Feminist Theory**

In this module we will dive into how intersectionality and feminist theory are used in social work practice.

**Learning Objectives:**

After successfully completing this module, students will be able to:

1. Describe and explain intersectionality and feminist theory
2. Analyze how intersectionality and feminist theory are implemented in social work practice
3. Identify and describe the challenges of applying intersectionality in research

**Required Resources**

* Collins, P. H., Bilge, S. (2016). Intersectionality. Cambridge: Polity Press. Chapters 5 and 6
* Crenshaw (1991). Mapping the margins: Intersectionality, identity politics and violence against women of color. Stanford Law Review 43(6). 1241-1299. <https://doi.org/10.2307/1229039>
* Purdie-Vaughns, V., Eibach, R.P. Intersectional Invisibility: The Distinctive Advantages and Disadvantages of Multiple Subordinate-Group Identities. Sex Roles 59, 377–391 (2008). <https://doi.org/10.1007/s11199-008-9424-4>
* Podcast: Intersectionality Matters with Kimberle Crenshaw: Under the Backlight: The Intersectional Vulnerabilities that COVID lays Bare. <https://podcasts.apple.com/us/podcast/9-under-the-blacklight-the-intersectional/id1441348908?i=1000470065451> or https://soundcloud.com/intersectionality-matters/ep-9-under-the-blacklight-the-intersectional-vulnerabilities-that-covid-lays-bare
* Cordero, A., Kurz, B. (2006). Acculturation and the mental health of Latina women, infant and children program. Affilia. Journal of Women and Social Work 21(1). 46-58. [https://doi.org/10.1177/0886109905283133](https://doi.org/10.1177%2F0886109905283133)

**Recommended Resources**

* Beck, E., Williams, I., Hope, L. & Park. W. (2001). An intersectional model: Exploring gender with ethnic and cultural diversity. Journal of Ethnic and Cultural Diversity in Social Work, 10(4), 63-80. <https://doi.org/10.1300/J051v10n04_04>

**Module 13**

**Women, Community, and Work**

Students will communicate the importance of community engagement across micro-mezzo-macro practice in culturally response ways that meet client systems where they are at through the following:

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Synthesize an overview of women in the labor market
2. Recognize issues women face as they negotiate private and public spheres
3. Explore violence against women in the workplace
4. Review principles of community social work and the contributions of women

**Required Resources**

* Psychotherapy with Women: Exploring Diverse Contexts and Identities. Mirken, M.P. et al. The Guilford Press; 1 edition, Chapter 8, 9 and 11
* Lips, H. & Lawson, K. (2009). Work values, gender, and expectations about work commitment and pay: Laying the groundwork for the “motherhood penalty”?  Sex Roles, 61, 667-676. <https://doi.org/10.1007/s11199-009-9670-0>
* Miller, M.M. & Bryan, L. (2005). Beyond the frying pan: Addressing work issues with women in therapy. Contemporary Family Therapy, 27(1), 51-63. <https://doi.org/10.1007/s10591-004-1970-5>
* Brekenridge, J. & James, K. (2010). Educating social work students in multifaceted Interventions for trauma. Social Work Education, 29(3), 259-275, <https://doi.org/10.1080/02615470902912250>
* Podcast: Intersectionality Matters with Kimberle Crenshaw: Why the Court Matters: RBG’s Legacy and the Fight She Leaves Behind. <https://podcasts.apple.com/us/podcast/27-why-the-court-matters-rbgs-legacy-and-the-fight/id1441348908?i=1000494209452> or <https://soundcloud.com/intersectionality-matters/27-why-the-court-matters-rbgs-legacy-and-the-fight-she-leaves-behind>

**Recommended Resources**

* Lynn, M. (2006). Discourses of community: Challenges for social work. International Journal of Social Welfare, 15, 110-120.

**Module 14**

**[Insert module content title]**

In this module we explore the role of research in advocating for clients and examine feminist research principles and intersectionality

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Apply and practice skills in advocating on behalf of a client or client group
2. Review feminist research principles
3. Discuss how to implement research considering intersectionality
4. Examine areas of bias in the research process
5. Remember the limitations of research in the context of history (scientific racism, ethical violations)
6. Consider research as an empowering tool (PAR)

**Required Resources**

* Psychotherapy with Women: Exploring Diverse Contexts and Identities. Mirken, M.P. et al. The Guilford Press; 1 edition, Chapter 15
* Mkandawire-Valhmu, L., Rice, E., & Bathum, M.E. (2009). Promoting an egalitarian approach to research with vulnerable populations of women. Journal of Advanced Nursing, 65(8), 1725-1734.
* <https://doi.org/10.1111/j.1365-2648.2009.05045.x>
* Warner, L.R. A Best Practices Guide to Intersectional Approaches in Psychological Research. Sex Roles 59, 454–463 (2008). <https://doi.org/10.1007/s11199-008-9504-5>

**Module 15**

**Student Presentations**

In this module, students will present their final projects.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Demonstrate ability to advocate with and on behalf of client or client group (e.g., via political engagement, advocacy for change on behalf of clients, development of skill at helping clients access needed resources)
2. Articulate social justice issue(s) and social justice theory as related to course content

**Required Resources**

None

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Professional Journals**

* Affilia: Feminist Inquiry in Social Work - <https://journals.sagepub.com/home/aff>
* Asian Journal of Women Studies- <https://www.tandfonline.com/loi/rajw20>
* Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social- <https://journal.malcs.org/>
* Feminism and Psychology- <https://us.sagepub.com/en-us/nam/journal/feminism-psychology>
* Feminist Media Studies- <https://www.tandfonline.com/toc/rfms20/current?gclid=CjwKCAjwoZWHBhBgEiwAiMN66fO5aMXvgyjvqRpKaN9jiHSI8JT6b8RjXaURPUJ9TTaK8I5ijAzl_hoCkboQAvD_BwE>
* Sex Roles- https://www.springer.com/journal/11199?gclid=CjwKCAjwoZWHBhBgEiwAiMN66aDtyHFqcha5GZkVOO--o4W94Z7aw7o\_aN5FgLRKFS9Hm3Fwj0R1-xoCiJ0QAvD\_BwE

**Websites**

* National Women’s Studies Association - https://www.nwsa.org/page/journals
* National Association of Social Workers - <https://www.socialworkers.org/>
* National Association of Black Social Workers- <https://www.nabsw.org/>
* National Association of Chicana and Chicano Studies- https://www.naccs.org/naccs/default.asp